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AUTHOR Keith, Marcia J.
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ABSTRACT

This study examined the phenomenon of student teachers' practical knowledge of what constitutes a successful classroom lesson. One student teacher's personal orientation of practical knowledge and implicit understanding of what is needed to make sense out of the experience of success in classroom lessons was explored before and after the student teaching experience. Tentative conclusions are presented in the form of hypotheses: (1) student teachers hold a limited number of constructs which they use to interpret a successful lesson; (2) the closer an actual lesson is to matching constructs of success, the more successful it is deemed; (3) perceptions of success change over the course of student teaching; (4) lesson plans and teaching strategies are developed to bring about success; (5) an implicit image of success is held by student teachers; (6) student teachers have practical knowledge of a successful lesson; (7) there is a congruence between what is understood as success and what a student teacher knows or learns to do to bring it about; and (8) experience provides student teachers with knowledge of results. A discussion of these findings includes consideration of their implications for preservice teacher education. (JD)

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A STUDENT TEACHER'S PRACTICAL KNOWLEDGE OF SUCCESS IN CLASSROOM LESSONS: IMAGES, EXPECTATIONS, AND STRATEGIES

Marcia J. Keith
Assistant Professor of Education
Maryville College
Maryville, TN 37801

Directory Address:

Keith, Dr. Marcia J.
Thaw Hall
Maryville College
Maryville, TN 37801

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A STUDENT TEACHERS PRACTICAL KNOWLEDGE OF SUCCESS IN CLASSROOM LESSONS: EXPECTATIONS, IMAGES, AND STRATEGIES

I. OVERVIEW

Teacher education programs have been under attack. Such diverse groups as state governmental bodies, private foundations, and teacher educators themselves have evaluated the effectiveness of teacher preparation programs, and determined that changes must be made. These changes, whether they be in program content, program organization, or program process, ought to be informed by what is known about teaching.

Research designed to formulate a body of knowledge about the teaching process has been carried out under a variety of perspectives. The most recent of these, research on teacher thinking, views teachers as active agents who implement practical courses of action to accomplish their goals in the complex environment of a classroom. Research from this perspective aims to identify what it is that teachers know that enables them to carry out the tasks of teaching.

What teachers know, in the sense of the know-how they have of teaching, has been conceptualized as teachers' professional practical knowledge. Such knowledge is 'practical' as it is formed through practice or through the experience of teaching. It is also 'practical' as it is used in practice with the mostly tacit expectation that certain purposes will be achieved. Finally, it is 'practical' in the sense that teachers use such knowledge in the every day business of teaching.

It is practical knowledge that enables teachers to perform the acts of teaching. Evidence suggests that teachers fail not from lack of content

knowledge, but from lack of practical knowledge. Descriptions of the development of that knowledge should be of great importance to teacher educators.

Such development occurs, at least initially, during the experience of student teaching. It is this phase of teacher preparation that teacher educators need to examine if they are to understand what it is that teachers will know how to do as first year teachers. It seems appropriate to assume that one of the things teacher educators would want a first year teacher to know how to do is to enact a successful lesson. To this point, there has been no research done which describes either what student teachers know as successful lessons, or what they know how to do to bring about such lessons.

Present recommendations for improvement in teacher education programs include some which mandate change in student teaching, and others that suggest the addition of internships. Both of these are experiences which develop practical knowledge of success in classroom teaching. If such experiences are to result in the kind of know-how necessary to inform good teaching, then teacher educators need to understand the ways in which these practicum experiences serve to develop practical knowledge. The purpose of this study was to begin to provide such an understanding.

The Problem

Experienced teachers have been shown to possess practical knowledge of a propositional nature (implicit theories or expectations) and of a more holistic nature (images, implicit valued beliefs). This practical knowledge translates into teacher action in planning and interactive teaching strategies. No study could be identified by this researcher that described what a student teacher knows as a successful lesson (in the sense of perceives and

interprets), nor has the know-how used by student teachers to enact such lessons with pupils been examined. As a result, teacher educators do not have knowledge of how or what practical knowledge of success is developed during the experience of student teaching.

Furthermore, research on student teachers' knowledge of success has only examined those interactive cues that student teachers use to determine the success or failure of their lessons. The practical knowledge that is used to frame these cues and to give them meaning, and the know-how student teachers gain to achieve their valued goals in lessons they teach is not examined. Because of this, possible connections between student teacher thought and student teacher action have been left undescribed in such studies.

This exploratory study was an initial entry into the research needed to generate such descriptions of the phenomenon of practical knowledge, specifically as it is held and used by a student teacher to determine success in classroom lessons. As teacher educators gain knowledge of what is learned during the student teaching component of teacher preparation, it becomes more possible for them to design effective experiences.

Procedures

A single case of the phenomenon under study was selected from among those student teachers who entered their student teaching experience in August, 1986, at the University of Tennessee, Knoxville. The exploratory nature of the study was explained to the informant who agreed to take part. Her student teaching placement was in a combination grade two and three in a community school which is part of the city school system.

Because of the complexity of the structure of practical knowledge, and because researchers have not identified a single best method to examine this

structure, three data collecting techniques were used. The resultant data sets provided for multiple comparisons among them in order to enrich, confirm, or disconfirm the final descriptions. This process reduced the possibility that any results were artifacts of any one technique used to collect the data.

Repertory Grid Technique

In this research, the repertory grid was used in order to examine the student teacher's personal orientation of practical knowledge. That is, this technique identified the student teacher's implicit and valued beliefs and understandings which she used to make sense out of her experience of success in classroom lessons. The student teacher completed two grids, one at the outset and one at the conclusion of her student teaching. The process was the same each time:

1. The student teacher was asked to think about a time she experienced success in teaching a lesson or in teaching something to someone;
2. She was then asked to tell the researcher about the experience. Probes were provided when necessary in order to obtain a complete description;
3. As the student teacher talked about her experience, the researcher wrote down brief phrases which the informant was using to describe the lesson. These became the elements (or horizontal axis) of the grid;
4. At the conclusion of her description, the informant was asked to group the elements in any way she wished, and to talk about why she grouped them as she did. The resulting categories thus were labeled and these labels became the constructs (or vertical axis) of the grid;
5. This interview concluded with the informant filling in the grid with a (1) meaning that the specific element and construct were not associated, (2)

indicating that the association was neutral, and (3) indicating that they were definitely associated;

6. The grid was then factor analyzed, principle components, varimax rotation;

7. The resulting factors were discussed during a second interview with the informant. She was asked to comment on the results and to name the factors; and,

8. All interviews were tape recorded and transcribed.

Stimulated Recall

Data collected by means of this technique were used to provide insight into the informant's implicit beliefs and understandings about classroom lessons as they occurred. In this way, the relationship between a student teacher's thoughts (how she 'knows' success) and her actions (what she 'knows how' to do) was explored. There were four lessons videotaped, one every four weeks. The camera was placed so that the focus was on the pupils in the class rather than on the student teacher.

Three interviews were held on the day of the taping, and one took place four days later. They all followed the same format. The student teacher was asked to describe the lesson as she experienced it, and to state whether it was successful. Then the videotape was viewed with the direction, "Stop it anytime you see something that indicates how the lesson is going, or when you want to comment on something." All interviews were audio-taped and transcripts taken from the tapes.

All student teacher talk during the course of the replay of the videotape was coded by the student teacher into her construct categories, with the exception of those coded 'Other.' All sections of each interview that occurred prior to the viewing of the videotape were analyzed together with the interviews held after the classroom observations.

Classroom Observations

Classroom visits were made by the researcher approximately every other week for a total of six visits. Three of these were in the manner of participant observer. Approximately an hour was spent each time either helping in the classroom or presenting lessons. These occasions served to have the children become familiar with equipment and the researcher, and to give the researcher a feeling for the class. The other three visits were in the manner of non-participant observer. At these times, complete lessons carried out by the informant were the focus. Data from these visits were used to provide the researcher with direct information on how the informant used her practical knowledge of success in action and in the specific situation of her classroom.

The three visits carried out in the manner of a non-participant observer was followed by interviews. These interviews followed the format used in the beginning portion of the stimulated recall interviews. That is, the informant was asked to describe her experience of the lesson and to state whether it was successful. These interviews were also taped and transcribed. Thematic analysis and analysis of the informant's use of metaphoric language were carried out on these transcripts in conjunction with the first portion of the stimulated recall interviews.

II. FINDINGS

Each of the findings is presented below by question. When taken together, they provide a description of the practical knowledge one student teacher used to understand and enact successful classroom lessons.

Question: What Personal Constructs Or Implicit, Valued Beliefs Provide The Orienting Framework Used By A Student Teacher To Determine Success In Classroom lessons She Teaches?

All the lessons in the corpus were teacher planned and teacher directed. In addition, they consisted of teacher moving to teaching station, teacher asking questions, children responding, teacher assigning practice (or didactics and practice). Figure 1 provides an overview of these lessons.

The framework used by L. to know if a classroom lesson she taught was successful is summarized by means of the diagram (see Figure 2). In this diagram, L's constructs are identified by capital letters. These constructs are meant to describe the implicit theoretical framework through which L. views one aspect of her world, that of successful classroom lessons. These constructs should be imagined as lenses, for it is through her constructs that L. perceives and interprets her experience of classroom lessons.

The construct labeled 'Conditions of the Lesson' requires additional explanation. This construct was identified during the set of repertory grid interviews which came at the conclusion of student teaching. It may be an artifact of the student teacher's last lesson, which was a science lesson. However, data suggest that L. did identify certain conditions in her classroom situation which may have influenced her selection of classroom activities.

When the lesson was about something on the basic skills test, when she felt time pressures both in planning and class time, and when she viewed others as having specific expectations about her lessons, then L. followed the teacher's manual to determine her lessons. When these conditions applied, she was best able to anticipate (to know) what classroom effects resulted from lessons composed of didactics and practice. This prevented surprises during the lesson, and the student teacher felt in control and comfortable. In this

Date	Grade	Curriculum Area	L.'s Evaluation	Sequence of Activities
9/4	2	Health	"went well"	Move to group, child reads text, ask questions, child answers, repeat to end of section, draw faces in group, assign workbook pages.
9/18	3	English	"O. K."	Stands, student reads, ask question, students respond, repeat to end, assign task, return to desk, L. moves around students as they work, returns to desk.
10/2	mixed	Reading "for enjoyment"	"went well"	Move to group, ask question, children read to find answer, call on one to answer, repeat to end, draw picture of "who said it."
10/16	2	Reading	"O. K."	Move to group, child reads title, ask question, children read to answer, repeat to end, oral practice, children read in pairs in various places, L. rotates to pairs, assign seat work.
10/30	2	Reading	"good lesson, not, like, most successful but good"	Move to group, child reads title, ask question, children read to answer, repeat to end, do workbook pages in group, correct in group.
11/6	3	Social Studies	"Successful for S.S. - for any other area O. K."	Teacher stands, moves. Child reads text, teacher asks questions student answers, repeat, teacher gets globe, asks questions, child responds, assign questions in text.
	2	Social Studies	Same	Same but no globe. Teacher returns to desk.
11/20	whole class	Science	"It was successful."	Teacher moves to front, asks questions, children respond, teacher gives game directions, play game, teacher provides information and uses chalkboard, teacher asks questions, child responds, assigns work sheets.

(This is L.'s "most successful" lesson.)

Figure 1. Overview of L.'s Seven Classroom Lessons

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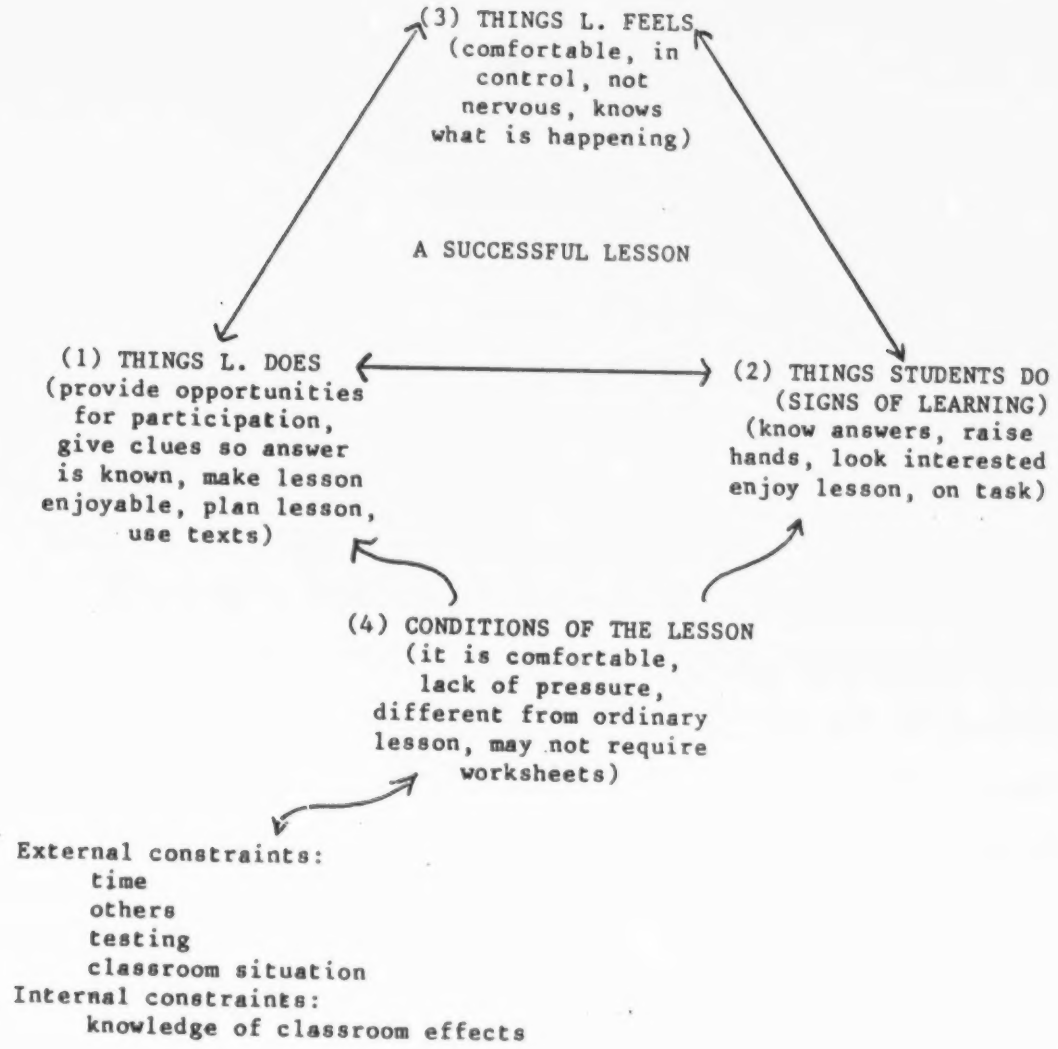
(3) THINGS L. FEELS
(comfortable, in control, not nervous, knows what is happening)
A SUCCESSFUL LESSON
(1) THINGS L. DOES
(provide opportunities for participation, give clues so answer is known, make lesson enjoyable, plan lesson, use texts)
(2) THINGS STUDENTS DO
(SIGNS OF LEARNING)
(know answers, raise hands, look interested enjoy lesson, on task)
(4) CONDITIONS OF THE LESSON
(it is comfortable, lack of pressure, different from ordinary lesson, may not require worksheets)
External constraints:
time
others
testing
classroom situation
Internal constraints:
knowledge of classroom effects

Figure 2.
Constructs L. Used To Determine Success Of Classroom Lessons

Note: Constructs (1), (2), and (3) are all necessary and sufficient for L. to perceive and understand a successful lesson. If L. perceives a decrease in her constraints, then construct (4) may be used by L. as she construes both her actions and those of her students.

way, the student teacher oriented her practical knowledge to the practical situation in which she was teaching.

Question: In What Ways Is A Student Teacher's Interactive Teaching Behavior Related To, Or Minded By, Her Personal constructs Of A Successful Lesson?

The data indicated that L.'s know-how of interactive teaching was limited by those things which she anticipated (or hypothesized) would result in certain student effects during classroom lessons. If the perceived response matched L.'s expectations, then she felt comfortable and the lesson was successful. L. "knew" a successful lesson when she experienced it by means of her implicit constructs. They identified what she attended to during a lesson, and what those perceptions meant to her. L., then, "knows how" to achieve a successful lesson because her prior experience has enabled her to formulate expectations based on her constructs: if I move up front, follow the manual (or the plan), ask questions, then the students will raise their hands, look interested, seem to learn. I'll feel comfortable and the lesson will be successful.

The data support the first finding that a limited number of constructs frame L.'s view of success in classroom lessons. Such a finding is extended by suggesting that she knows how (or learns how) to do those things interactively which bring about a lesson which may be viewed as successful by her. Even the last lesson, planned to be her most successful, found L. doing the same kinds of teaching behaviors, and interpreting student responses during the lesson in the same way. L.'s interactive teaching "know how" was found to be shaped by the way she construed success in classroom lessons she taught.

Question: How Does A Student Teacher's Practical Knowledge Of Success Interact With Her Planning For Classroom Lessons?

To L., planning provided an occasion to rehearse her classroom lessons prior to implementation with students. She quite literally saw herself going through the business of teaching the lesson. Because this was so, classroom lessons held no surprises for her - they proceeded smoothly.

"Feeling comfortable," "knowing what to expect," and being "in control" were important elements to L.'s construct of success that was labeled "things that I felt." L.'s planning strategies allowed her to map out a route in advance which she knew, through her experience, would likely result in her feeling this way. This was accomplished either by writing out a brief script for the lesson, or, as she became more comfortable with the format of the textbooks, by writing down page numbers for each lesson and reviewing the text before she moved up to teach the lesson.

At this point in her teaching career, L. has knowledge of a limited number of strategies, or in the words of her construct, "things I do to make me feel successful." Her experience has taught her that a didactical, teacher-directed approach will bring about certain valued results ("things kids do to make me feel successful"). L.'s planning strategies represent her practical means for achieving this goal.

Question: What Image Of A Successful Lesson Is Portrayed By A Student Teacher's Use Of Metaphoric Language?

L.'s metaphoric language portrayed an image of Lesson As Journey. A successful lesson was one that she was up in front of, or in control of, as it moved smoothly along in her predesigned path (an itinerary mostly delineated by the texts). She required that the students "pay attention" which they indicated by "giving right answers," or by looking at her and putting their

hands up - they were perceived as being "on the track of learning." By way of comparison, an unsuccessful journey was one that got "off base" so that L. and/or the students were "lost." Instead of being smooth, it was one in which L. "stumbled." The students did not seem to "pay attention," rather they "got away from her."

L.'s planning strategies are clearly important to her enactment of a successful journey. Her plans, either the brief scripted form or those provided in the textbook, allow her to know where the journey is going: she plans so that she does not become "lost." The analysis of L.'s metaphoric language enriches the description of planning provided by her interview data. Both these sources support the notion that, for L., a successful lesson is one that holds no surprises.

Question: In What Ways Is A Student Teacher's Interactive Teaching Minded By Her Image Of A Successful Classroom Lesson?

Both the classroom observation data and the stimulated recall data provide examples of how L.'s actions of teaching are minded by her image of Lesson As Journey. L.'s teaching strategy of group or whole class didactics and practice serves to limit children's "getting out of line" during lessons, while increasing their number of responses to questions. This means to L. that they are "paying attention." It is primarily the teacher's manual that provides L. with the itinerary for her journey. Through its use, she is able to perceive that the students are "on the track of learning" as they answer questions and complete written assignments. Lessons are started with L. literally getting up and moving to her teaching station, and they are over when the children indicate that they are "finished" (with the journey).

L. has knowledge of specific children that she uses to keep the lesson moving. She watches some students for an indication of when to go to the next phase of the lesson, others to see if they are paying attention. Some children are given less complex tasks because they are perceived as having academic trouble. This allows the lesson to proceed smoothly and without interruption along its preordained path.

Finally, L.'s conceptualization of Lesson As Journey provides her with a way to examine and understand her own interactive teaching. The videotapes of the lessons were stopped at points which suggest that L. noted aspects of her lessons which were consonant with her image.

III. CONCLUSIONS

The findings of this study suggested two classes of conclusions to the researcher. These are presented as: (1) hypotheses generated from the data which are specifically related to the research questions; and (2) statements which confirm or disconfirm conclusions from other related literature.

Hypothesis Generated From The Data

The findings, generated from the data, led to the development of hypotheses about the form and content of student teachers' practical knowledge of success in classroom lessons. No claim is made that these hypotheses present a complete theory of student teachers' practical knowledge of success. However, it is claimed that the data supply enough evidence to suggest these hypotheses for the purpose of contributing to the construction of such a theory. (See Glaser and Strauss, 1967, pp. 39-40.)

1. Student teachers hold a limited number of constructs which they use to interpret success in classroom lessons.

2. A lesson may be described as being more or less successful depending upon the closeness of the match between the elements of student teachers constructs of success and what is experienced during the course of a lesson by them.

3. Student teachers' constructs of success in classroom lessons evidence change over the course of student teaching.

   a. Such constructs increase in number.

   b. Student teachers increasingly orient their practical knowledge of success in classroom lessons to the practical situation.

4. Student teachers act in ways they anticipate will result in an interactional classroom lesson that they construe as successful.

   a. Student teachers develop lesson plans which enable them to anticipate or expect what is going to happen during the lesson.

   b. Student teachers use interactive teaching strategies that they have learned (have reason to expect) will result in successful lessons.

5. Student teachers hold an implicit image of success for classroom lessons they teach.

   a. Analysis of student teachers' metaphoric use of language provides a way to make their implicit image of success in classroom lessons explicit.

   b. Student teachers understand success in classroom lessons in terms of their experientially derived image.

6. Student teachers have practical knowledge of success in classroom lessons. They have the know how (or they learn how) to do those things which will result in successful lessons, as they understand them to be. This includes, but is probably not limited to, the know-how to interpret behavior of specific children, the know-how to plan, the know-how to organize and understand their

perceptions of the classroom, the know-how which enables them to anticipate what will happen as a result of their actions.

7. There is congruence between what student teachers know (perceive, understand, and value) as identified in their constructs and images of success, and what student teachers know how or learn how to do in their planning and interactive teaching behavior.

8. The student teaching experience serves to provide student teachers with knowledge of effects. The parameters of this knowledge are provided by the practical situation in which the student teacher is located, by what the student teacher perceives as successful lessons, and by what the student teacher does to accomplish such lessons.

Conclusions Which Confirm Or Disconfirm Other Research

1. Classification of practical knowledge of student teachers:

Of the three classification schemes present in the literature (Elbaz, 1981; Schon, 1983; Shulman, 1986), Schon's most closely describes the data from this study. In his view, practical knowledge consists of a repertoire of expectations, images, and techniques which practitioners develop as they practice their practice. The data from this study confirm this classification scheme.

Discussion. In the specific case of practical knowledge of success, student teachers, guided by their image of success in classroom lessons, and through experience, develop expectations about the effects of certain classroom-related actions (their techniques). When these expectations are met, student teachers feel in control and comfortable. The lesson is perceived as successful.

Elbaz's classification of the types of practical knowledge implies knowledge of results (expectations) in that she describes teaching actions as purposeful. In addition, her "rules and practice" and "practical principles" have the same propositional, if-then, nature as is understood by the use of the word "expectations." However, data from this study point up the importance of expectations qua expectations to a student teacher's knowledge of success. This word seems to best describe that knowledge and, at the same time, avoids renaming the same concept.

Images are not discussed in Shulman's classification scheme for practical knowledge. His "propositional knowledge" and "case knowledge" are both aspects of knowledge of effects or expectations. Both imply "if this, then do this, which will result in achieving these valued goals." It is the focus of propositional and case knowledge which seems to distinguish them from each other, with case knowledge having the larger focus. Without the concept of image (or some comparable concept), Shulman does not account for the knowledge which provides for this focus (or the framing of a situation). Schon's categories incorporate such a framing component.

2. Student teacher' interactive knowledge of success:

If pupils are perceived as participating, being interested, and enjoying the lesson, then student teachers experience a successful lesson.

Discussion. Research done with experienced teacher suggests that these teachers use indicators of pupil involvement to identify successful lessons (Jackson, 1963; Harootunian and Yarger, 1981). Socialization studies (Friebus, 1977) carried out during student teaching, as well as two other studies (Housner and Griffey, 1985; Placek, 1983) that have examined how student teachers interpret the success of their lessons, have had similar results - the pupils are used as the referrents. This present study also

found this to be the case. It is in the perception of pupil involvement that student teachers' practical knowledge is used, both in framing what is to be perceived, and in giving those perceptions meaning. (Practical knowledge is also used when student teachers do things in ways they anticipate will result in pupil involvement.)

3. Maintaining the activity flow of a lesson:

Student teachers gain and use practical knowledge that minimizes the possibility that their lessons will get off track and not move smoothly forward to completion.

Discussion. Other researchers (Doyle, 1979, 1986; Parker and Gehrke, 1986) have concluded that experienced teachers act in ways designed to move learning activities forward to their completion. Such management of the class activity flow represents practical knowledge in use. Student teachers also have (or learn) such knowledge which enables them to enact their image of a successful lesson in interaction with pupils. This is done primarily by planning for and enacting a single task environment that maximizes teacher control and provides many opportunities to perceive direct pupil responses. Such task environments also decrease the likelihood of pupil misbehavior by limiting transitions and student-to-student interaction.

4. Student teachers' metaphoric images:

The language of student teachers contain metaphoric segments which, when analyzed, make visible their implicit images of successful lessons. All successful lessons are image-oriented in that there is little experienced discrepancy between student teacher plan, student teacher perceptions of classroom reality and the particular image of success held by the student teacher.

Discussion. Other researchers have identified images in experienced teachers (Clandinin, 1985; Morine-Dershimer, 1979). This study extends these findings to student teachers, and supports the related finding that teachers' interactive teaching and their planning acts are minded by their images of success in classroom lessons.

This study did not confirm the notion that student teacher language would be "relatively unorganized and metaphorically flat" (Munby, 1985). Examples of metaphoric language were present at the start of student teaching and these examples directly related to the image held by that student teacher. This indicates that some form of an image of a successful classroom lesson was present at the outset of student teaching, although it may have been incomplete. As a result of this research, Clandinin's (1985) conception of image is supported: images are derived from an individual's personal history, and are available to that individual to guide sense-making in future situations.

IV. IMPLICATIONS

This research was designed as an exploration of the phenomenon of a student teacher's practical knowledge of success. Its aim was to begin to describe the form and content of a student teacher's practical knowledge, with the hope that future studies would take up the task until the structure of the phenomenon was revealed. It was not intended, nor should it be implied, that this single study describes the practical knowledge of success in classroom lessons held by all student teachers. Rather, it should be viewed as an initial study whose aim is to develop theory for additional studies to examine.

Given the above, the following implications are offered tentatively. It will be noted that all of them concern the process of teacher education. They are organized into two sections: (1) those implications that concern teacher preparation prior to student teaching; and (2) those that concern the process of student teaching.

Teacher Preparation Prior To Student Teaching

It is frequently claimed by teachers that their preparation program was too theoretical, and that what they learned there was of no use in the real world of teaching. This claim may reflect the fact that teachers recognize the importance of experience to the development of practical knowledge, and that it is practical knowledge which empowers them to teach. This study suggests ways in which theory and practice may be united.

Knowledge of effects of the forming of expectations is one important aspect of a student teacher's practical knowledge. L. felt comfortable and the lesson was successful when she was able to anticipate what would happen: she experienced no surprises. This suggests that teacher educators ought to provide preservice teachers with the opportunity to practice their practice under planned conditions. That is, several different classroom activity formats could be selected for examination. What each of them implies about how pupils learn and how knowledge is organized could be discussed (See Joyce and Weil's Models of Teaching, 1986). Then, as part of field experience, the preservice teacher could design and implement such a lesson with children. These lessons could be videotaped and discussed in small groups. Such questions as these could guide the discussion: what did you expect? when were your expectations met? when they were not met? when did you feel comfortable? and what did you learn to expect with this lesson format?

A second area in which what is taught in teacher education classrooms could become more real to student teachers is that of classroom planning. L. planned a single mode of learning activity which consisted of didactics and practice. She believed that the format required by her college coordinator was of little practical use, and developed her style of lesson planning. She either wrote out a script which indicated what she was to say, questions she was to ask, possible answers, even who to call on at certain points, or she followed the plans in the teacher's manual which seemed to provide the same information to her.

This finding suggests several alternatives available to those who teach lesson planning:

1. Teach students how to use the teacher's manual to write lesson plans in the format approved by the preparation program;
2. Recognize that student teachers make use of scripted lesson plans and adjust the approved format to more closely resemble what is practical; or
3. Demonstrate how lesson plans are related to interactive teaching and that they reflect the ways that teachers view success in classroom lessons. The alternative plans and planning formats could be provided which teach the same content. Discussion of the practical knowledge represented by such plans could follow.

Finally, all the components of practical knowledge could be made less implicit (and less mysterious) if such things were talked about during the preparation of teachers. That teacher educators have images of success in lessons they teach, that educators view lessons through the framework of their construct system, that one of the things experience teaches is knowledge of effects - all these could be talked about during class sessions. It would be

possible to analyze specific teaching models, direct teaching for example, to see what images and constructs of success are implicitly promoted by this teaching approach.

As a result of such discussions, preservice teachers could come to examine their own practical knowledge (images and constructs) of success. They could evaluate such knowledge in terms of how it would be enacted with pupils. They could compare it to what is best for pupils, for themselves, for the profession. Such reflection would encourage conceptual flexibility and a meta-awareness of practice when student teaching is experienced. It would also provide a shared language between college supervisors and student teachers to assist in reflection. And it would help bridge the gap between the teacher preparation classroom and student teaching.

Student Teaching As Teacher Preparation

The implications from this research for the student teaching component of teacher preparation affect both the cooperating teacher and the college supervisor. As things are presently structured in student teaching, if the cooperating teacher has an image of success that is sufficiently dissimilar from that of the student teacher, the student teacher either has to comply with the different image or run the risk of a less than successful student teaching experience. If, however, they could talk about what indicators of success they each are using, if they could discuss how the planning they do results in pupils behaving in certain ways, in other words, if they could examine their practical knowledge, then such reflection could result in conceptual change.

The practical knowledge gained during student teaching is limited by the experience one has. This research suggests that there is a version of the

self-fulfilling prophecy at work with practical knowledge. That is, student teachers need to be able to anticipate what will happen in order to have a successful lesson, therefore they do certain things which they know (anticipate) will result in certain effects. These effects match their expectations of how a lesson ought to be experienced, the student teacher feels comfortable, and the lesson is viewed as a success. Cooperating teachers could enrich that experience by allowing student teachers the chance to fail. This means that student teachers need to plan lessons that they haven't experienced in order to run the risk of having the unexpected happen without fearing reprisal (either from pupils becoming unmanageable or through evaluation). Student teaching then becomes true practice of alternative practices rather than practicing the same thing over and over whether it be for 12 weeks, 16 weeks, or a full year.

In order for cooperating teachers to perform such activities, they would need to be familiar with the aspects of practical knowledge of success. This implies a specialized inservice program. They would also require some recognition for the additional responsibilities they would have as professionals, perhaps released time or some additional salary. Finally, these cooperating teachers would need to demonstrate their abilities to point out alternative ways of framing success, to provide alternative meanings to what is perceived, and to suggest alternative means to reach success as it is conceptualized by the student teacher. This view of the responsibilities and capabilities of cooperating teachers points up their importance to the process of student teaching: in a very real sense, they establish the parameters of a student teacher's practical knowledge of success. It is not possible to learn teaching know-how that is not experienced.

V. RECOMMENDATIONS FOR FURTHER RESEARCH

This was an exploratory study undertaken to begin the description of student teachers' practical knowledge of success. Much additional work is needed before the hypotheses generated in this study reach saturation. The author encourages other researchers to continue this inquiry into student teachers' practical knowledge in order to confirm, modify, or disconfirm any of the hypotheses or conclusions presented herein.

It is also recommended that additional studies continue in the use of multiple data collecting techniques, at least until the relationships between and among the various aspects of practical knowledge as described in this research are confirmed: are classroom acts minded by images? do student teachers perceive interactive teaching through the framework of their constructs? do student teachers plan in ways which they anticipate will result in bringing their image to life? All these interrelationships are posited in this study. All of them need additional description.

Additional research is needed on specific populations of student teachers. For example, such theoretical sampling could examine the practical knowledge of success of persons who return for teacher certification later in life, or those who student teach in inner-city schools, or those who are thought to be excellent student teaching candidates. The differences and similarities between and among such student teachers would be illuminating to theory generation.

Finally, the longitudinal study of a student teacher through the first year of teaching would provide insight into how practical knowledge of success develops in the real world of teaching. Some questions which could guide such

research include: What, if any, changes occur in the image of success during the first year of teaching? Do first year teachers gain additional 'know-how' to enact their image? How does their practical situation interact with their practical knowledge of success in classroom lessons?

Practical knowledge of success in classroom lessons enables a teacher to carry out the tasks of teaching in ways that are valued by that teacher. Descriptions of that knowledge provided by studies such as those suggested above would add to the body of knowledge used by teacher educators in designing effective teacher preparation programs.

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